

**RECORD KEEPING MADE EASY FOR  
SCHOOL COUNSELORS**

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**ADVANTAGES OF  
DOCUMENTATION**

- Ethical Responsibility
- Accountability
- Legal Protection
- Professional

**CHALLENGES OF  
DOCUMENTATION**

- Making Time
- Misunderstanding of  
Administrators
- Security and Privacy
- Legal Liability
- Lack of Training

**A REFRESHER ON FERPA**

- Parents, guardians, students of  
majority age have right to  
inspect educational records.
- Educational records cannot be  
disclosed without parental  
consent with exceptions.
- Directory information can be  
shared without consent.
- Situations involving  
Immigration, Law  
Enforcement, Emergencies.

**WHAT CONSTITUTES  
AN EDUCATIONAL  
RECORD?**

- Anything in the student's  
permanent record file.
- Anything shared with other  
personnel.
- Progress notes need not be  
Educational Records.
- Any and all records can be  
subpoenaed or court ordered.
- Never write anything libelous  
anywhere!

**PERSONAL  
MEMORY  
NOTES**

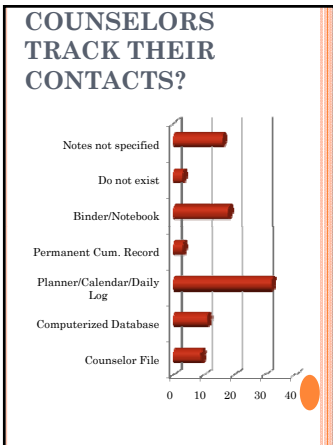
- Personal notes not part  
of Educational Records
  
- Must not be shared

## KINDS OF NOTES AND DOCUMENTATION

- **Contacts**
- **Consent**
- **Progress Notes**
- **Service Plans**
- **Release Forms**
- **Referral and Termination**

## CONTACTS OFTEN REFERRED TO AS CHARTING

Name, Time of Contact, Brief Purpose



## CONSENT OR ASSENT FORMS

Permission to participate in individual or group counseling.  
Parent Confidentiality Management Agreement

- When is it necessary?
- Who needs to sign?

## PARENT CONFIDENTIALITY MANAGEMENT AGREEMENT

I, \_\_\_\_\_ understand that what my child shares with the school counselor is confidential. This means that what my child shares with the school counselor is private and will not be shared with me or others unless certain conditions exist.

I understand that if my child shares any information that indicates he/she is at risk to self or others, I will be informed and the police and/or children's protective services, will be informed in the interest of keeping all students safe.

I am aware that any information shared with me about my child will be discussed with my child first to protect the counseling relationship with the student.

I understand that anything I share with you will be treated with the same respect of confidentiality as my child receives.

\*Confidentiality can be maintained unless possible harm to self or others, court orders, or permission is granted by student and parent.

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

School counselor signature \_\_\_\_\_ Date \_\_\_\_\_

NOTE: Sometimes it may be good to have the student also sign this form and other "agreed upon conditions" could be added.

SOURCE:  
Hess, S.N., Bryant, A., & Milet, S. (2008). Managing the quagmire of counseling in schools: Bringing the parents on board. *Professional School Counseling, 11*(6), pp. 202-207.

## STUDENT CONFIDENTIALITY MANAGEMENT AGREEMENT

I, \_\_\_\_\_ understand that what I share with the school counselor is confidential. This means that what I share with the school counselor is private and will not be shared with others unless certain conditions exist.

I understand that if I say that someone is hurting me or doing things to me that they shouldn't or I say I want to hurt myself or others, my counselor will have to tell someone so the hurting can stop.

I understand that any information shared with my counselor will not be shared with my parents, or teachers without discussing it with me first.

Student signature \_\_\_\_\_ Date \_\_\_\_\_

School counselor signature \_\_\_\_\_ Date \_\_\_\_\_

### PROGRESS NOTES

- ✓ **Not part of permanent (cum) record**
- ✓ **Can be subpoenaed**

### PROGRESS NOTES

- Student Name \_\_\_\_\_ Grade \_\_\_\_\_
- Counselor \_\_\_\_\_
- State Concerns
- Indicators
- Counseling Goals
- Progress
- Next steps

Student Name Frequent Flyer Grade 4  
 Counselor Ms. Smith

**State Concerns**  
*Transfer student experiencing difficulties adjusting to new schools.*

**Indicators**  
*Lack of friends, plays by herself, does not initiate interaction with other children.*

**Counseling Goals**  
*Teach relationship skills. Encourage involvement with group.*

**Progress**  
*A. indicated that she was unhappy moving here. Said she was popular at old school but knows nobody here. Thinks other girls are snobby and don't like her. We identified a girl who sits by her at lunch who might be willing to be a friend. We discussed ways she could start a conversation with her. We role played. She seemed confident to try this afternoon.*

**Next steps**  
*Check with teacher again to see if she is making progress. Report to mother.*  
*See her again next Tuesday. See if there is a club or organization that A. might be interested in joining.*

### WHERE DO COUNSELORS KEEP COUNSELING RECORDS?

Location	Count (Approximate)
Counselor Files	35
Binder/Portfolio	25
Unable to Determine	10
Planner/Daily Log/Calendar	8
Permanent Case Record	5
Do Not Exist	5
Computer Database	5

### INDIVIDUAL SERVICE PLAN

- Sometimes called Treatment Plans
- Why are they necessary?

### Counseling Individual Service Plan

- Client Ashley G. (Grade 4)
- Date: 8/27/09
- Counselor: Eager Tulearn
- Instructor/Supervisor: Noah Itall
- **Brief description of issue/reason for referral:**
- Ashley just transferred from out-of-state. Teacher reports that she is quiet, shy, has no friends. Stays to herself at lunch and playground. School work is adequate but she seems unhappy.
- **Counseling Goals:** Assess interpersonal skills. Teach relationship skills. Encourage involvement in groups.

- **Objectives:** Client will be able to (specify behavior & time frame):
- 1. Identify her feelings and how they affect her behavior by end of 1<sup>st</sup> counseling session.
- 2. Describe and demonstrate interpersonal and relationship skills by end of 3<sup>rd</sup> session.
- 3. Identify at least 2 students she considers to be friends by end of 6<sup>th</sup> session.

Obj	Activities	Completed
	Consult with teacher and parent	8/27/09
	Secure signed informed consent from parent and Ashley	8/29/09
1	Use feelings chart to help her identify feelings and explore relationship with behavior	9/3/09
2	Discuss characteristics of friends, interpersonal skills; set goals	9/10/09
2	Role play relationship skills; Ashley will practice between sessions	9/17/09
2	Consult with parent and teacher about progress	9/18/09
3	Identify appropriate students for friendship, agree on course of action	9/24/09
2-3	Evaluate effectiveness of friendship efforts; adjust strategy	10/01/09
	Terminate individual counseling	10/08/09
	Consult with parent and teacher and gather evaluation	10/09/09

- Recommendations for Referral or other Activities: Counseling Terminated On \_10/08/06
- Teacher to encourage Ashley to join art club. Ashley's mother to encourage her to have friends over after school. Consider Ashley for relationship enhancement group next term.
- Counselor \_\_\_\_\_
- Instructor/Supervisor \_\_\_\_\_
- Client (initials only) \_\_\_\_\_

**HALLWAYS**  
[WWW.IHATEPAPERWORK.CO](http://WWW.IHATEPAPERWORK.CO)  
[M/HALLWAYS/INDEX.HTM](http://WWW.IHATEPAPERWORK.CO/M/HALLWAYS/INDEX.HTM)

**SCAATAP**  
[www.scaatap.com](http://www.scaatap.com)


**SURVEY ACCESS INFORMATION**  
[http://www.surveymonkey.com/s.aspx?sm=C\\_ECLfe5hWM4o4k3DqFeWrw\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=C_ECLfe5hWM4o4k3DqFeWrw_3d_3d)

- To receive a copy of this powerpoint go to:
- Go to <http://www.utoledo.edu/hshs/ce/sp/faculty.html>
  - Find the link called School Counselor Records under Martin Ritchie's bio and picture.

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